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ABSTRACT

This manual is an organized collection of journal activities and action charts designed to help individuals and groups to set goals and achieve them. It is based upon the following premises: (1) what you think has a profound impact upon your experience; (2) successful living is vitally connected to effective learning; and (3) success is related to ongoing self-development. The manual's intention is to improve students' reading, writing, and communications skills through a movement-based sequence of workshop experiences focusing on the following four major areas: (1) self-discipline; (2) self-esteem; (3) self-expression; and (4) self-development. Users of the manual are asked to imagine, think, write, define, and practice through diary notes, journal activities, research projects, chants, practice activities and charts, artistic experiences, and other exercises. The manual is divided into the following 10 sections: (1) "Introduction"; (2) "Harriet Tubman: A Model of Success"; (3) "Clear Your Mind: Four Affirmative Chants"; (4) "Focus Your Thinking: Four Key Ideas"; (5) "Relaxed Attention: Your Ticket to Success"; (6) "Values Clarification"; (7) "Imagine Success in Action," including two preparation skills, seven positive habits, and a final word; (8) "The Exhibition-Performance"; (9) "Summary and Additional Practice Charts"; and (10) "Glossaries." A final self-assessment and an evaluation questionnaire are appended. (AF)

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IMAGINE
IMAGINE
SUCCESS!

AN ACTION MANUAL FOR SELF-DEVELOPMENT

by
DR. LONNETTA GAINES

An Education Arts Publication

****

IMAGINE SUCCESS: AN ACTION MANUAL FOR SELF-DEVELOPMENT
An Education Arts Publication

(c) 1988, 1989 by Lonnetta Gaines
Graphics (c) 1988 by Deborah Payne

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ABOUT THE COVER

This book is about the power of goal-setting, planning and practice, and, it's about something else too. It's about how wonderfully beautiful life can be when we learn to relax and dare to keep faith in our dreams.

That's the real power of imagination. The world of our experiences is a mirror image of our thinking.

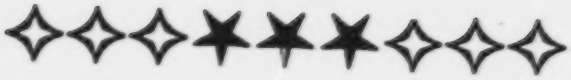
IMAGINE SUCCESS invites you to think about success and to watch those thoughts reflect themselves in your world.

The cover was designed by Rickness at Kinko's Copy Center in New York City, early early one morning in May of 1989. Like this publication, the cover is a demonstration of the power of imagination to make things happen in our lives. Rickness says the symbol means "forever."

For additional information contact the author:

Dr. Lonnetta Gaines
Graduate Faculty
Bank Street College of Education
610 West 112th Street
New York, NY 10025

212-222-6700 ext. 413



DEDICATION

To my parents

Mrs. Gladys Harris Gaines (1921-1982)
and
Mr. Lonnie William Gaines, Jr.

Thank you for teaching me discipline.

And to our youth

May you fulfill your potential.

*

ACKNOWLEDGEMENTS

This initial edition of **IMAGINE SUCCESS** was made possible through the encouragement and support of many friends and colleagues, some of whom are mentioned here. To the many who, because of space, are not mentioned, I am also most grateful.

IMAGINE SUCCESS was born in Louisville, Kentucky. In this city, Dr. Samuel Robinson of the Lincoln Foundation gave me the first opportunity to present an **IMAGINE SUCCESS** Youth Workshop in 1982. Sara Jo Hooper of the Jefferson County Public Schools supported me in numerous residencies and gently prodded, aiding initial conceptualization. Yaa-Gloria Bivens, Zambia Nkrumah and the rest of the Education Arts family served as demonstrators, models, promulgators, developers and conceptual mid-wives.

Students and colleagues in the College Discovery Program at the Borough of Manhattan Community College, especially Beryl Duncan-Wilson and Moses Gadson (1942-1987) furthered the growth of the ideas, supported by Program Director Richard Jones.

The work of Attorney Rose Sanders and colleagues with the innovative 21st Century Youth Leadership Camps on college campuses in Alabama provided a broader forum, and the wonderful youth helped me to sharpen my language and delivery.

Dr. Beryl Banfield provided inspiration and support. Dr. Stuart Grayson provided spiritual leadership and instruction that profoundly affected the content of this manual.

George Edward Tait inspired the purpose, influenced the approach and, most importantly, challenged me to get started!

Graphic artist Deborah Payne advised and supported, Joelle Mervilus provided technical assistance, and Kevin Jones provided valuable consulation toward the final product.

Teachers and other educational leaders at Intermediate School 275 and Intermediate School 195 in New York City helped to refine my focus, while the students strengthened my resolve to publish. Fellow educators in the N.Y. State Stay in School Partnership Program affirmed the value of this work.

Bank Street College of Education students and colleagues listened, questioned and encouraged, especially Dean Lucy Burrows and my department chair, Dr. Y. Nona Weekes.

And -- Dr. Lorraine Monroe mentored, modeled and befriended.

Thank you all!

Lonnetta Gaines
June 1989

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IMAGINE SUCCESS!

IMAGINE SUCCESS improves reading, writing and communications skills in students through a movement-based sequence of workshop experiences focusing on four major areas.

Self-discipline

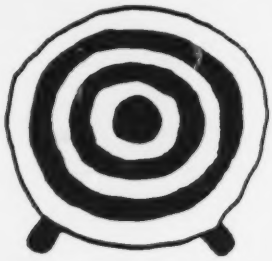
Self-esteem

Self-expression

Self-development

IMAGINE SUCCESS supports student achievement through fostering the development of basic personal skills.

SECTION I -- INTRODUCTION



This IMAGINE SUCCESS Manual is an organized collection of journal activities and action charts which can help individuals and groups to set goals and achieve them.

IMAGINE SUCCESS is based upon the following premises.

1. What you think has a profound impact upon your experiences.
2. Successful living is vitally connected to effective learning.
3. Success is related to ongoing self-development.

This **IMAGINE SUCCESS Manual** contains ideas and exercises that will help you to review these premises and implement them in your thinking and behavior.

The first sections of this manual focus on mental development through several approaches, including: study and identification of role models, affirmative chants, focusing and relaxation exercises and values clarification.

The latter sections of the manual challenge you to practice personal skills and life-style habits which will enhance your ability to learn more effectively. These skills and habits include: goal-setting, time-management, exercise, nutrition, financial management, community service and artistic development.

As a whole, this **IMAGINE SUCCESS Manual** demonstrates the power of active self-development to support continuing experiences of success.

IMAGINE SUCCESS will be useful to you if you are interested in clarifying and working on specific personal and/or professional goals, improving your thinking and writing skills, and developing your self-confidence.

IMAGINE SUCCESS invites you to do a good DEED for yourself. You are invited to take charge of your life through engaging in four basic processes, each relating to your self. These processes are:

Discipline

Esteem

Expression

Development

Self-discipline is the key to each of the other areas. Effort, practice and internal self-control are basic to success.

Self-esteem relates to your feelings about yourself. Love, respect, caring and acceptance are feelings that need to begin on the inside. Self-esteem helps to create the energy that will propel you toward success.

Self-expression is a natural outgrowth of true self-esteem. It is an outpouring of these same energies of caring and respect to others and to your environment. Sharing and communicating these energies through your behavior, your work and your artistic activities is the essence of creative self-expression. Refining your capacities for self-expression is vital to living well.

Self-development, the last process, refers to your continuing commitment to making yourself better and better. This **IMAGINE SUCCESS Manual** is designed to help you to fulfill that commitment more easily. As you grow and mature, continue to work with these ideas. In this way, you'll find yourself experiencing success in all aspects of your life.

Enjoy!

EDUCATION ARTS PUBLICATIONS
NEW YORK, NEW YORK 10031

May 19, 1989

Dear Readers,

Can you see yourself five, ten, or even twenty years from now? What are you doing? Where are you living? What does your world look like? When you dream about tomorrow, do you realize that the decisions that you make in your life today make a difference? Your goal-setting, planning, exercise, eating and other lifestyle habits not only affect the quality of the life that you lead today, but they also affect your future. Think of your basic lifestyle habits -- your ways of thinking and living -- as pathways. Which pathways are you choosing?

Most people will say they want to succeed in life. Most people will say they want to be rich and free. Well, it's possible! Each day, we can find ourselves living lives of joy and beauty. Our lives are like clay and each of us is an artist, able to utilize positive lifestyle habits like tools to shape a better today and therefore a richer future.

This **IMAGINE SUCCESS Manual** gives you an opportunity to review, learn and practice positive lifestyle habits and powerful personal skills. You will practice setting goals and making plans to achieve them. In addition, you will practice thinking and writing skills -- basic skills for success in today's complex world. In addition, you will learn more about yourself.

Think of this **IMAGINE SUCCESS Manual** as a pathway to richer living. Utilize it well, and, you will find yourself learning better, living better and feeling more in control of your life.

I am glad to meet you through the pages of this manual. I would love to hear from you at any point along the way, either in some original form and/or through the evaluation form on the last page. I will be expecting many wonderful reports of successful accomplishments. Now -- let's get started!

Yours in Excellence,

Dr. ~~Lonnetta~~ Gaines

HOW TO USE THIS MANUAL

Decide to dig into this **IMAGINE SUCCESS Manual** as if you were looking for hidden treasure. In fact, you are. The treasure that you will find is hidden within you -- inside of your mind. This manual is designed to help you learn to tap the powers of your mind so that you can achieve your goals more easily.
Take a moment. List three goals that you would like to achieve.

_____

_____

_____

What do you think you can expect as you continue to read this manual? **Preview** the manual in order to get an idea. Look through the Table of Contents. Read the first page of each section. Look at the headings in the text. Where else can you look to learn more?

_____

_____

What can you expect to learn as you work with this **IMAGINE SUCCESS Manual**? Write your expectations below. (Use a pencil when working in this manual.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date_____

In this manual, you will be asked to:

IMAGINE
Use your mind to create mental images

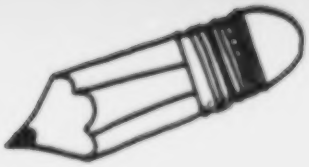
THINK
Use your mind to analyze, judge, and make decisions about ideas

WRITE
Record your own reflections in Diary Notes and answer questions in Journal Activities

DEFINE
Look up **bold** words in the glossary, and discuss and research the meanings of POWER WORDS, which can be found at the bottom of some pages.

PRACTICE
Research an historical role model, learn chants, initiate and practice positive habits, share your work with others

JOURNAL ACTIVITY



What would you like to learn to do better?

_____

_____

What skills would you like to improve?

_____

_____

What else would you like to improve about yourself?

_____

_____

Take a moment to see yourself learning and improving. It may be easier if you close your eyes. What does a new and improved you look like? ...sound like? ...feel like? Use the space below to draw or write your response.

Date_____

JOURNAL ACTIVITY

Why are you using this **IMAGINE SUCCESS Manual?**

_____

_____

_____

What does the word **IMAGINE** mean to you?

_____

_____

_____

What does the word **SUCCESS** mean to you? What would it take for you to feel successful?

_____

_____

_____

What are some of your friend's ideas about success?

_____

_____

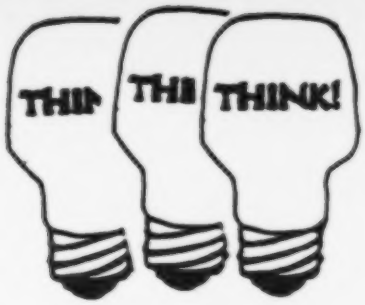
_____

What new ideas do you have about success as a result of your sharing?

_____

_____

Date_____



Your ideas about success were probably not exactly the same as your friend's ideas. Success means different things to different people. For one person, success might mean getting a good grade on an examination. For another person, success might mean making a new friend. Success, to yet another person, may mean the accomplishment of business goals. Make sure that you know yourself and what you want for yourself -- from the inside. Do you let television or your friends tell you what success is? Hopefully you do not. Take a moment now to reflect. Write your ideas on the lines below and use the blank space at the right to sketch your ideas.

Who am I?_____

_____

_____

What do I want for myself?_____

_____

_____

_____

What do I want for my world?_____

_____

_____

_____

Date_____

You have written your own definitions of the words "imagine" and "success." You have thought about what success means to you, and you have shared your ideas with a friend. Let's continue to explore these ideas. Turn to the glossary at the back of this manual. Look up the words **imagine** and **success** and record the definitions below. (Note: All words in bold type like **imagine** and **success** can be found in the glossary.)

imagine_____

success_____

Now turn to page five and look at the meanings that you wrote. How do your own meanings compare to the definitions from the glossary? Probably, you came pretty close. Even if you didn't, you still went about the process correctly. Before you look a word up, think of your own meaning. What does the word mean to you? When you have arrived at your own definition, use a dictionary or glossary to check, expand, clarify or correct. MOST IMPORTANTLY, USE THE WORDS IN YOUR SPEAKING AND WRITING! In this way you are taking responsibility for your own learning.

Use this process to learn more about the POWER WORDS which are listed at the bottom of some of the pages in this manual. First, find and underline the words in the text on the page. You will do this on every page where you find power words, so that you can see how the words are used.

Next, you will create your own POWER WORDS GLOSSARY. Turn to the back of the manual and locate the POWER WORDS GLOSSARY, which right now is an alphabetical listing of all of the POWER WORDS in this manual, followed by a series of blank lines. To complete this special glossary, you will write your own definition, a dictionary definition, and one sentence for each POWER WORD as indicated in the directions.

Begin your POWER WORDS GLOSSARY by locating, defining and writing sentences for the nine power words listed below. Turn to page 13 for an example of the process. FOR FUN! How many of the power words below can you fit into one sentence?

_____

_____

_____

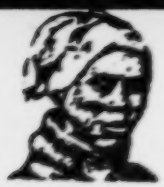
POWER WORDS: definition, glossary, meaning, process, dictionary, expand, clarify, responsibility, learning

_____

DIARY NOTES

Use the space below to write anything you choose.

Date_____



SECTION II

HARRIET TUBMAN: FREEDOM FIGHTER

A MODEL OF SUCCESS!

HARRIET TUBMAN
HISTORICAL ROLE MODEL

Harriet Tubman is the historical **role model** for IMAGINE SUCCESS because she overcame great odds to accomplish many things in her life for herself and for many other people as well. Harriet Tubman is an inspirational figure in the history of African people. Her life and works provide us with an example of the **power** of courage and **self-discipine** in achieving one's goals.

JOURNAL ACTIVITY

What do you already know about Harriet Tubman?

Date_____

POWER WORDS: accomplish, inspirational, history, African, **example, courage**

1. Write your own definition for the phrase "role model."

_____

2. Copy the glossary definition.

_____

3. Now use the phrase in a correct sentence.

_____

_____

Remember. This is the process you will use to create your own POWER WORDS GLOSSARY at the back of this manual.

WHO ARE YOUR ROLE MODELS?

1._____ is a role model for me because _____

_____

_____

_____.

2._____is a role model for me because _____

_____

_____

_____.

Date_____

HARRIET TUBMAN: FREEDOM FIGHTER

BIOGRAPHICAL SUMMARY

Harriet Tubman was born around 1820 in the state of Maryland. She was born into slavery, but she did not remain enslaved. In 1849, she escaped. With the help of people along the secret network of hiding places called the Underground Railroad, Harriet Tubman managed to travel from Maryland to Pennsylvania. She took this first trip on her own. Afterwards, Harriet Tubman returned to the South again and again, helping over three hundred people to escape to freedom, including many members of her family.

When the Civil War began in 1861, Harriet Tubman helped the Union Army by serving as a nurse, a scout and a spy. Once, she actually led men into battle. Harriet Tubman was a brave and powerful woman.

After the war, Harriet Tubman settled in Auburn, New York, but she did not stop fighting for freedom. She spoke out for the rights of women, established a home for elderly people, and raised funds to establish schools. When Harriet Tubman died on March 10, 1913 at the age of ninety-three, she left a legacy of strong faith and remarkable courage -- in the service of freedom.

POWER WORDS: network, family, brave, powerful, establish, legacy, faith

---

See yourself as Harriet Tubman, escaping through the woods along the Underground Railroad. See yourself in her place -- hunted, chased, traveling through strange places -- but always moving forward toward your goal. What are you seeing? What are you hearing? What are you feeling? What scents are you smelling? What are you thinking? What thoughts help you to overcome your fear?

1. Write about your imaginative experiences with Harriet Tubman.

_____

_____

_____

_____

_____

_____

_____

SHARE YOUR WRITING WITH A FRIEND, READING OUT LOUD.

2. Write about your experiences with fear.

_____

_____

_____

_____

_____

What thoughts and behaviors help you to overcome your fear?

_____

_____

_____

Date_____

RESEARCH PROJECT

1. Go to a library or book store for books and other reference materials about Harriet Tubman. Write a report about her life. Answer at least the following questions.

a) How old was Harriet Tubman when she first began to work?

b) What types of work did she do?

c) Why did Harriet Tubman sometimes have blackouts?

d) What kinds of disguises did Harriet Tubman wear when she was escaping?

e) How did Harriet Tubman help her elderly parents to escape?

f) Why did Harriet Tubman have to go all the way to Canada for freedom?

g) Did Harriet Tubman win the battle that she led during the Civil War?

h) What do you think about Harriet Tubman? What does her life mean to you?

2. Toward the end of her life, Harriet Tubman was also a storyteller, thrilling and informing her listeners by sharing stories about her experiences. Write a story as if you were Harriet Tubman. Your story can be about any part of her life. Illusrate your story. Perform your story.

3. Find narratives and poetry about Harriet Tubman. Memorize and perform the narratives and/or poems for solo or choral group presentations. (Note: Robert Hayden's "Runagate Runagate" is a classic.)

The following books might be helpful for you in your research.

<u>The Poetry of Black America</u>, edited by Arnold Adoff

<u>Harriet Tubman: The Moses of Her People</u> by Sarah Bradford

<u>There is A River</u>, by Vincent Harding

<u>Harriet Tubman: Conductor on the Underground Railroad</u> by Ann Petry

JOURNAL ACTIVITY

1. What have you learned from your study of Harriet Tubman that you will use in your life?

2. Learning new things is like going into unknown territory, just like Harriet Tubman did. Think of something you are learning right now. What kinds of thoughts will help you to approach this new area of learning with courage and confidence?

3. Share your writing with a friend. What new ideas did you get?

Date_____

POWER WORDS: study, territory, confidence

WHO ARE YOUR MODELS OF SUCCESS?

Can you see the value of role models in your life? Resolve to study other role models -- both historical and contemporary. Hopefully, your study of Harriet Tubman has inspired you. There are many different ways that you can approach a research study of a person's life. Basically, your goals are to gather information and to use your imagination in order to make a connection, and to learn from that person's life.

JOURNAL ACTIVITY

Write names and brief descriptions of other historical role models that you intend to study.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Write names and brief descriptions of contemporary role models that you intend to study.

1. _____
2. _____
3. _____
4. _____
5. _____

Write names and brief descriptions of personal role models (i.e. family members and friends) that you intend to study.

1. _____
2. _____
3. _____

Date_____

SECTION III
CLEAR YOUR MIND: FOUR AFFIRMATIVE CHANTS

IMAGINE SUCCESS is based upon the premise that your thinking has a powerful impact upon your experiences in life. Learning about role models is one way to cultivate your thinking. In this section, you will develop another tool.

In this section, you will learn four affirmative chants. These rhythmic chants are fun and easy to learn. They serve a definite purpose as well. Each chant will help you to remember something about the learning process and about your own power to succeed. The chants sound like cheers at a pep rally because they are designed to raise your energy about your own possibilities.

The chants make positive and powerful statements about success because they are designed to work like mental brooms. Each time you consciously repeat a positive statement, you are clearing your mind. You are helping to sweep away outworn ideas of lack and limitation that can block your learning.

JOURNAL ACTIVITY

Do you have any negative ideas about yourself or about life that you would like to eliminate? List them below.

_____

_____

_____

Continuing self-analysis is vitally important, but, it isn't very easy. Share your list with another person. Talk a bit about your perceptions. You are seeking to uncover the kinds of ideas that will keep you from making an effort. "I can never make it in life because ..." "There's no use in applying for that school (or position) because..." "I'm just no good at..." "This society just has it against all..." "You just don't have a chance in life if you're..." Have you ever heard yourself make a statement like one of the above? Or, have you ever been in a conversation when other people were making these kinds of statements? These statements reflect self-defeating ideas. Your first task is to surface these ideas. Add to your list.

_____

_____

Your next task is to eliminate this kind of thinking! Watch your thoughts, and use the tools that you will learn in this manual to keep your thinking positive and clear. Remember: mind-clearing paves the way to success!

AFFIRMATIVE CHANTS

Sometimes our minds can be so filled with negative thoughts that we don't have room to learn new things. Learning and repeating positive chants is one way of getting rid of negative thoughts. Learning to monitor and direct your thinking is a basic form of self-control. Become aware for a moment of your thoughts about yourself and your abilities. These thoughts are called self-talk. What is the nature of your self-talk?

JOURNAL ACTIVITY

You enter class and your teacher announces a surprise quiz. What are your first thoughts and feelings?

_____

_____

Your teacher asks you to write a 250 word essay in 20 minutes. What are your first thoughts and feelings?

_____

_____

If any of your thoughts were anxious, don't worry. A certain amount of anxiety is natural. To handle these feelings, afffirmative chants like the following may prove helpful. Each chant is simple, but contains a powerful message. Use different approaches to learn these chants. Memorize them for yourself. Teach them to others. Make posters and put them up where you can see them. These chants can have a positive influence on your thinking, and -- they're fun too!

What chants do you know already?

_____

_____

_____

_____

Date_____

_____

POWER WORDS: affirmative, abilities

AFFIRMATIVE CHANT NUMBER ONE

The first chant has two parts -- a call and a response.

Call:	**IMAGINE YOURSELF AN EXCELLENT STUDENT!**
Response:	**YES! I CAN IMAGINE!**
Call:	**IMAGINE YOURSELF AN EXCELLENT STUDENT!**
Response:	**YES! I CAN IMAGINE!**
Call:	**IMAGINE YOURSELF AN EXCELLENT STUDENT!**
Response:	**YES! I CAN IMAGINE!**
	I CAN! (clap, clap)
	I CAN! (clap, clap)
	I CAN! (clap, clap)
	I CAN! *

* MAKE A PERCUSSIVE SOUND TO ADD ENERGY TO YOUR STATEMENT!

Add movement to the chant as you say it -- it will make it more forceful.

And, remember that last statement -- I CAN! Keep affirming your own possibilities.

POWER WORDS: can, possibilities

AFFIRMATIVE CHANT NUMBER TWO

SUCCESS! SUCCESS! IMAGINE SUCCESS!

I BREATHE, RELAX AND DO MY BEST

SUCCESS! SUCCESS! I DO MY BEST

I KNOW I CAN ACHIEVE SUCCESS!

JOURNAL ACTIVITY

This second chant reminds us that success takes effort. Can you think of other sayings that remind us to do our best? Record the sayings below. Share your writing with a friend.

_____

_____

_____

PRACTICE ACTIVITY

This chant also reminds us of the calming effects of breathing well. Taking a deep breath can calm you down when you feel nervous or anxious. Learn to breathe better. Sit straight with your spine erect. Take in the air through your nose, and allow your stomach and chest to expand like a balloon on the inhale. As you exhale, let your stomach and chest flatten.

Breathing well is a key to energizing your body and your brain for successful work. What methods do you use to help yourself to feel calm and relaxed?

_____

_____

_____

_____

Take three deep breaths right now.

Date_____

AFFIRMATIVE CHANT NUMBER THREE

THE MORE WE PRACTICE THE BETTER WE GET!

Say this one with real enthusiasm. It gets to the heart of the matter. PRACTICE IS A KEY PATHWAY TO SUCCESS! Repeating an activity mindfully and with purpose can lead to mastery.

JOURNAL ACTIVITY

Work with a friend to answer the questions below.

1. Why do you think practice is useful?

_____

_____

_____

_____

2. What other sayings have you heard about practice?

_____

_____

_____

_____

3. What sayings can you create about the usefulness of practice?

_____

_____

_____

Date_____

AFFIRMATIVE CHANT NUMBER FOUR

The final chant is about self-discipline, a central theme of this **IMAGINE SUCCESS Manual.**

SELF-DISCIPLINE (2x)
SELF-DISCIPLINE BEGINS WITH MENTAL CONTROL (2x)
I USE MY MIND TO DIRECT MY LIFE (2x)
I PRACTICE SELF-DISCIPLINE AND MENTAL CONTROL
I PAT MYSELF ON THE BACK!
I PRACTICE SELF-DISCIPLINE AND MENTAL CONTROL
I PAT MYSELF ON THE BACK!
I FEEL GOOD ABOUT MYSELF, I FEEL GOOD ABOUT MY LIFE
I GIVE MYSELF A HUG
I FEEL GOOD ABOUT MYSELF, I FEEL GOOD ABOUT MY LIFE
I GIVE MYSELF A HUG
I PRACTICE SELF-DISCIPLINE AND MENTAL CONTROL (3x)
AND I ACHIEVE SUCCESS!

PRACTICE ACTIVITY

Actually pat yourself on the back and give yourself a hug. Give it a try! It's nice when others tell us we've done a good job. It's GREAT when we're able to appreciate our own accomplishments.

At the end of the chant, sit quietly. How long can you exercise this kind of control? One minute? Three minutes? Five minutes? Fifteen minutes? When you really get involved in studying, you will have to sit still for long periods of time.
PRACTICE SITTING STILL.

Are you getting the idea of these chants? The idea is for you to consciously influence your own thinking through these game-like chants because what you think has an impact upon your experiences in life. THINK about that statement: "What you think has an impact upon your experiences in life." Write your comments below. Share your comments with a friend.

_____

_____

_____

_____

_____

_____

Date_____

THESE AFFIRMATIVE CHANTS ARE LIKE POWER TOOLS FOR POSITIVE THINKING: THINK OF THEM AS POWER POSITIVES

You can also think of these chants as if they were scarecrows in a field. If the crows come to eat the seeds, the scarecrows frighten them away. If you hear yourself worrying, or thinking negative thoughts like "I can't," "I'll never be able to learn this," "I'm stupid," "I'm dumb," chase those thoughts away with power positives. "I KNOW I CAN EXPRESS SUCCESS!" "I CAN!" "I AM GETTING BETTER, BETTER!" Use the power positives for yourself and others also. Now you're really in control! Use the blank space at the right to illustrate this paragraph.

JOURNAL ACTIVITY

Make up your own list of power positives.

_____

_____

_____

Share your list with a friend. What is on your friend's list that you would like to add to your own?

_____

_____

PRACTICE ACTIVITY

When you think of a chant as if it were a mind-clearing broom, or a scarecrow in a field, you are thinking metaphorically. Think of other similes and metaphors for these chants. Make up a skit to illustrate how power positives can chase away the worry words.

_____

POWER WORDS: illustrate, simile, metaphor

_____

FREE SPACE

Use the space below in any way that you choose.

Date_____

DIARY NOTES

Use the space below to write anything that you choose.

Date_____

JOURNAL NOTES

Answer the questions below and share them with a friend.

1. **What ideas have been most important for you in the material covered so far?**

_____

_____

_____

_____

2. **How have you used these ideas in your life?**

_____

_____

_____

_____

3. **What kinds of changes have you observed in your life since you have been working with this IMAGINE SUCCESS Manual?**

_____

_____

_____

_____

_____

4. **If you were the author of this IMAGINE SUCCESS Manual, what ideas would you add?**

_____

_____

_____

_____

Date_____

SECTION IV

FOCUS YOUR THINKING: FOUR KEY IDEAS

It's great to feel great about yourself and about your own possibilities. In fact, self-esteem is an essential component of success. Clearing your mind of negative misconceptions through continuing self-analysis and enthusiastic statements is a wonderful beginning. Now -- let's focus.

Each of the four chants reflects four key ideas which can be translated into action in your life. In this section, you will begin to explore these key ideas. Each idea challenges you to think or to act. You will be challenged to focus your thinking through reflecting upon your goals, your skills and your accomplishments. You will be challenged to think about the relationship of your efforts to your achievements.

Remember. Effort means work, and meaningful work is central to success. Resolve to focus your thinking on your goals, and commit to making the effort to achieve success.

JOURNAL ACTIVITY

1. What does making an effort mean to you?

_____

_____

2. Write a paragraph that describes your ideas about the relationship between success and effort.

_____

_____

_____

_____

_____

_____

Date:_____

KEY IDEAS

Now let's dig more deeply into the ideas behind the chants. Each chant can teach us something that can help us to learn better.

JOURNAL ACTIVITY

What does each chant mean to you?

Chant #1) _____

_____

_____

Chant #2) _____

_____

_____

Chant #3) _____

_____

_____

Chant #4) _____

_____

_____

SHARE YOUR IDEAS.

Date _____

_____

POWER WORDS: idea, teach

THINK!

The four chants remind you of four key ideas:

#1) SEE YOURSELF BEING SUCCESSFUL

#2) MAKE AN EFFORT TO SUCCEED

#3) PRACTICE CONSISTENTLY

#4) LEARN TO CONTROL YOUR MIND

Really think about these ideas, and strive to understand them. You will see positive changes in your life as you work in these four areas. Remember -- you can always improve, wherever you are. If you think you are far far behind, or even if you think you are leading, you can always improve. You can always make a change for the better. That's one of the wonderful things about life!

JOURNAL ACTIVITY

Make up your own chants that express these four key ideas.

#1_____

_____

#2_____

_____

#3_____

_____

#4_____

_____

Date_____

Share your chants with others.

THINK!

KEY IDEA NUMBER ONE

"SEE YOURSELF BEING SUCCESSFUL"

"IMAGINE YOURSELF AN EXCELLENT STUDENT!"
"YES! I CAN IMAGINE!"

Imagining excellence means that you can see and accept the successful accomplishment of your goals. Relax and see an image of yourself doing the following.

*Turning assignments in on time
*Enjoying yourself while studying
*Getting along well with other people
*Feeling good about the work that you do
*Getting marvelous evaluations

What other images can you add to this list?

*

*

*

Think about your goals in life. Can you see yourself as a scientist, an educator, an engineer? Can you see yourself as an enterprising person who creates jobs for others? Can you see yourself solving some of society's problems? We certainly hope so! Our future depends upon the dream-ability of our youth. Write some of your goals below:

*

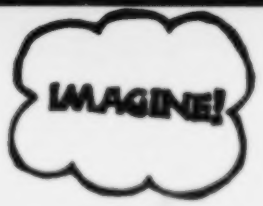
*

*

See yourself being successful!

MAKE A POSTER-COLLAGE OF YOUR IMAGE OF YOUR SUCCESS.

*



You are a film maker and your job is to make a movie about your own life. What story will you tell? Can you see the colors? Who else is in your movie? What are they doing? What is being said? Is there music in your film? Are there other sounds? What is the message of your film?

Record your notes, ideas and/or images in the space below. Share your story ideas with others.

Date_____

THINK!

KEY IDEA NUMBER TWO

MAKE AN EFFORT TO SUCCEED

"WE BREATHE, RELAX AND DO OUR BEST"

Push! Move! Try! Don't quit! Pull! Try again! Give it your all! Give it some energy! Put yourself into it!

Get the point? Sometimes we only make half an effort. Some people don't want to really try because they want to look "cool" in front of other people. Sometimes people are afraid to make a mistake. Other people don't know how to ask for help. Some people are afraid to ask. They don't want other people to see that they don't know something.

Trying, giving your all, using your full energy, asking for help, asking questions -- they are all part of making a total effort. This is the first thing that we must commit ourselves to doing. We must promise ourselves that, no matter what, we will keep trying -- with total and full energy.

Now, here's the real trick. At the same time that we MUST make an effort, we need to learn to handle the inevitable tension and stress that is involved. That's where the relaxation comes in. BREATHE to relax.

JOURNAL ACTIVITY

Assume an erect posture with your mouth closed. Breathe in deeply, expanding your chest and then your stomach. Then breathe out, emptying first the stomach and then the chest as if your body were a balloon. Repeat this six times. How are you feeling after these six deep breaths?

_____

_____

Successful living requires that you balance effort with relaxation. But first, commit to making an effort. Start with this IMAGINE SUCCESS Manual Determine to put real energy into your practice exercises.

_____

POWER WORDS: try, energy, effort, commit, determine

_____

JOURNAL ACTIVITY

1. Write about a time when you really tried your best. What happened?

2. Now write about a time when you know you didn't work as hard as you could have. What were your reasons for not putting forth a total effort?

3. Be sure, when you put forth that effort, that you are not just working hard but working well. What does that statement mean to you? Think of an example that illustrates your ideas.

Date_____

THINK!

KEY IDEA NUMBER THREE

PRACTICE CONSISTENTLY

"THE MORE WE PRACTICE
THE BETTER WE GET!"

The idea of practice is very important to success. Think of a person whom you really admire. Whether that person is a teacher, an engineer, a construction worker, a popular star, a doctor, a businessperson or an athlete -- he or she has skills that have been developed through practice. Practice means doing something over and over again -- working to make it better each time.

Sometimes we are amazed at how much we have to practice in order to learn something really well. Practicing can get boring or tiring sometimes, but it can also be very rewarding as we watch ourselves gradually improving. If we will practice regularly and on a schedule, we will find that we can begin to enjoy the practice. The skills will come to us more easily, and we will learn to love the work. Practice leads to mastery, and it feels good to master a task. Remember. Any profession that you choose will require a commitment to ongoing practice.

POWER WORDS: practice, skill, love

JOURNAL ACTIVITY

1. Write about something that you were able to accomplish through practice.

_____

_____

_____

_____

2. Write something about a time that you got tired while you were practicing, but kept practicing anyhow. What happened?

_____

_____

_____

_____

3. How do you feel about practicing?

_____

_____

_____

Share your responses with others. What new ideas did you gain from sharing?

_____

_____

_____

_____

Date_____

KEY IDEA NUMBER FOUR

LEARN TO CONTROL YOUR MIND

"I PRACTICE SELF-DISCIPLINE"

Idea Number Four reminds us of the central theme of IMAGINE SUCCESS -- self-discipline. Through practicing self-discipline, which is the control of the mind, body and emotions toward a goal of self-improvement, you will be able to shape your life. Self-discipline is at the heart of learning.

When you are learning a new activity, you have to think about every part. When you have mastered the activity, it become automatic. Let's look at an example of this learning process at work.

Think about a young child learning how to walk. At first the child has to put forth a tremendous effort, thinking about every step. The child will fall many times, but will get up and keep trying. The child will not get embarrassed. The child will not try to be cool. This child has one goal in mind -- to learn to walk. You must approach your studies, or any task that you are attempting to master with this same kind of focused intensity. When you do so, you will get in touch with your own inner power to learn.

JOURNAL ACTIVITY

Complete the questions below and share them with at least one other person.

1. What does the idea of mental control mean to you?

2. Write about something that you know how to do very well. What is the skill? How did you learn it?

3. Write about a skill that you have problems with. What did you learn in this section that will help you to approach this skill more confidently?

Date_____

DIARY NOTES

Use the space below to write anything that you choose.

Date_____

SECTION V

RELAXED ATTENTION: YOUR TICKET TO SUCCESS

Success takes effort, commitment and consistent work. If you have worked actively with this manual to this point you know that, and, you are already experiencing success. You are writing your own book! In this section, you will be introduced to several activities which will help you to relax and focus your attention. One-point focusing helps to increase your powers of quiet concentration. The Basic Skills List is a sequential way of practicing the elements involved in the action of paying attention. The BREATHE exercise helps to relax the body so that the mind can work with greater ease. Working with these activities will help you to experience relaxed attention: you will feel quiet and centered. Relaxed attention is basic to learning well.

Learning to quieten and center your mind can help you in another way. Remember that anxiety which we discussed in Section III? Relaxed attention can help you to manage anxious feelings. Anxiety, tension and stress are natural. They mean you are working and making an effort. It is important, however, to be able to manage these feelings so that you can work effectively. Successful people have discovered that stress and tension do not go away with the achievement of goals. People who are successful have the same kinds of anxieties that other people have. In fact, being successful can add more demands and therefore more stress. Cultivating the art of relaxed attention can help you to deal with the stress of success. Relax to achieve success and enjoy it!

JOURNAL ACTIVITY

Write your response to the above ideas.

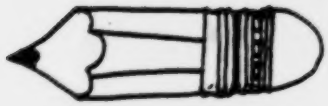
_____

_____

_____

_____

Date_____



IMAGINE SUCCESS!
BASIC SKILLS

To gain admission to a concert, a movie, a show or a sporting event, you have to purchase a ticket; and, of course, the ticket would have a price. Similarly, there is a price for success. Your ability to **concentrate** -- to give full **attention** to your work -- is the price that you will have to pay in order to have a meaningful, productive and fulfilling life.

Many people today admire basketball stars, musicians, and others who appear on stage. They seem to be making a lot of money by doing things that most people consider to be play. If you were ever to talk to one of these stars, however, they would tell you that their work demands intense **mental** concentration. What about the bus driver, the mother or father with a child, the lawyer, the entrepreneur, the accountant, the executive secretary, the botanist, the electrician, the writer, the mathematician or the administrator? There is no activity in one's life that does not require some form of focused concentration.

POWER WORDS: meaningful, productive, fulfilling, entrepreneur

---

PRACTICE EXERCISE

One-Point Focusing

Practice directing your attention with this exercise. Turn to the front cover of this booklet and find the dot on the inside of the cover. Place the booklet in a position that allows you to sit quietly and focus on this one point. Allow your mind to relax and clear itself of thoughts. If you find your self thinking, simply tell yourself gently to focus on the dot. This exercise will increase your powers of concentration.
How did you feel after this exercise?

_____

_____

_____

_____

JOURNAL ACTIVITY

What do you think is meant by the phrase "Pay attention?" Make a list of phrases that capture the meaning of this request.

_____

_____

_____

_____

_____

_____

_____

_____

_____

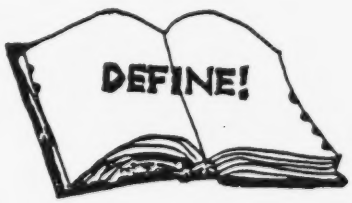
_____

Date_____

THINK!

More than likely, many of the words that you wrote on your list are included on our IMAGINE SUCCESS BASIC SKILLS LIST. The BASIC SKILLS LIST is simply a way of reminding you of the skills involved in the act of paying attention. If someone says to you, "May I have your attention please?" -- they are really expecting you to do many different things. They are expecting you to be quiet. They are expecting you to assume an erect posture. At the same time, they are expecting you to be focused and still. They are expecting you to listen. All of the above skills, practiced concurrently, make up the action called "attention." Our BASIC SKILLS LIST gives you a chance to review and to practice each skill, individually and together,until the action of paying attention becomes automatic for you. Although you have probably practiced each of these skills before, we are asking you to to think of them consciously now, so that you can perfect them. You will be able to combine these skills more easily if you are relaxed. The result will be more effective learning.

ILLUSTRATE THIS COLUMN IN THE SPACE TO THE RIGHT.



POWER WORDS: concurrently, review, automatic, consciously

IMAGINE SUCCESS BASIC SKILLS LIST

FOR PRACTICING RELAXED ATTENTION

YOUR TICKET TO SUCCESS

1. **I AM BEING QUIET.**
2. **I AM ERECT.**
3. **I AM FOCUSING ON THE TEACHING.**
4. **I AM BEING STILL.**
5. **I AM LISTENING.**
6. **I AM FEELING RELAXED.**
7. **I AM LEARNING WELL.**

Draw a decorative frame around the Basic Skills List.
Create a ticket to success and use it as a bookmark.

IMAGINE SUCCESS!
BASIC SKILLS PRACTICE EXERCISE

Practice each of the skills by learning our IMAGINE SUCCESS Basic Skills Exercise. Here it is.

I am being quiet.
BREATHE IN AND BREATHE OUT (RELAX)
(six times)

I am erect.
SHOULDERS LIFT, SQUEEZE, AND DROP (RELAX)
(four times)

I am focusing on the teaching.
HEAD ROLL DOWN, TO THE RIGHT
LOOK UP, TO THE LEFT
(two times)
HEAD ROLL DOWN, TO THE LEFT
LOOK UP, TO THE RIGHT
(two times)

I am being still.
CENTER AND BE STILL ONE, TWO, THREE...SIXTEEN
(sixteen counts)

I am listening.
ARMS REACH ONE, TWO, THREE...SIXTEEN
(sixteen counts)
ARMS BACK ONE, TWO, THREE...SIXTEEN
(sixteen counts)

I am feeling relaxed.
SHAKE OUT ONE, TWO, THREE, FOUR, FIVE, SIX
SEVEN, EIGHT -- TO THE QUIET EIGHT, SEVEN,
SIX, FIVE, FOUR, THREE, TWO, ONE
THINK -- "I FEEL MYSELF RELAXED."
"I FEEL MYSELF RELAXED."

I am learning well.
REPEAT THE WHOLE SEQUENCE.
SAY: "I AM READY TO THINK AND LEARN!"

Now you're ready to study!

DIARY NOTES

Use the space below to write anything you choose.

Date_____

FREE SPACE

Use the space below in any way that you choose.

Date_____

JOURNAL NOTES

Answer the questions below and share them with a friend.

1. What ideas have been most important for you in the material covered so far?

2. How have you used these ideas in your life?

3. What kinds of changes have you observed in your life since you have been working with this **IMAGINE SUCCESS Manual**?

4. If you were the author of this **IMAGINE SUCCESS Manual**, what ideas would you add?

Date_____

JOURNAL ACTIVITY

Write a letter to a friend describing **IMAGINE SUCCESS.** Copy your letter afterward and mail it.

Return Address:

_____

_____

Date_____

Salutation:

_____

Text:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____,

_____

Signature

SECTION VI

VALUES CLARIFICATION

This section touches upon the social context that in some ways has motivated the development of this manual. Problems associated with contemporary society have had a notable effect upon education and upon the institutions that are traditionally associated with education. The institutions of family, church and school seem to be unable to consistently develop in people the values that are associated with work, discipline, community and commitment. These values, which are essential to personal and group success, seem to have been uprooted by other values, which reflect short-term thinking centered around desires for excessive financial gain for individual purposes. In addition, society seems to be unable to find ways to deal with problems related to violence, drugs and unemployment of large numbers of people.

It is important to clarify our thinking so that we can act upon the highest of human values, which emerge from a basic respect for life and the planet which supports it. **IMAGINE SUCCESS** is based upon the belief that there exists within each person an essential energy of goodwill and positive creativity. Hopefully, this manual will serve as a tool for tapping into and activating these positive energies.

Society today is in need of people of active goodwill who can think well, plan well and work well. The aim of this **IMAGINE SUCCESS Manual** is to support personal and professional growth within a context of a larger social commitment to a world in which all can live in prosperity, liberation and peace.

In this section, you will be challenged to think about these larger issues. Clarify your values and act upon your better intentions so that your personal success will mean good things for society!

JOURNAL ACTIVITY

What do you consider to be the purpose of education?

_____

_____

_____

POWER WORDS: social, context, motivate, contemporary, society, education, institutions, traditional, value, work, commitment, human, respect, prosperity, liberation, peace

_____

Education Arts Publications
New York, N.Y. 10031

June 21, 1989

Dear Readers,

Thank you for your attention. You are well underway in your practice. Before going further, I want to share with you some of my reasons for creating this IMAGINE SUCCESS Program. Like many people in the world, I have been moved by the multitude of problems which confront us today. The threat of nuclear warfare and the problems of global warming,[1] poverty and disease, on-going violence, unequal education, and extreme economic imbalances are major concerns that affect the quality of our lives as human beings worldwide. Yet I still have hope, and that hope is inspired by the intelligence and the energy that I see in our youth. I have written this **IMAGINE SUCCESS Manual** so that our youth (and others as well) will be motivated to learn to use their minds more effectively -- individually and collaboratively -- to begin to solve some of the problems that confront us today. So -- study, practice, build and IMAGINE SUCCESS! I am expecting GREAT things of you.

Yours in Excellence,

Dr. Lonnetta Gaines

---

[1]"Action News," Volume 40, April 8, 1988, New York, N.Y.: Educators for Social Responsibility, pp 1-2. (ESR, 490 Riverside Drive, New York, N.Y. 10025)

JOURNAL ACTIVITY

Respond to the Motivational Letter in the space below. What parts of the letter do you agree with?/disagree with? What would you add? What would you eliminate? What thoughts or questions does the letter bring to mind? What would you want to know more about? How does the letter make you feel? Answer all questions and share your writing.

Date_____

JOURNAL ACTIVITY

What social issues are important to you today? What do you think are some major problems which face people in the world?

_____

_____

_____

_____

_____

_____

_____

What solutions do you see for these problems? How can people work together to solve the problems which confront our world?

_____

_____

_____

_____

_____

_____

_____

_____

GROUP ACTIVITY
Discuss your ideas with a group of your classmates. Find a way to express the ideas which you have discussed with each other to the larger group. You might choose to stage a debate, develop a group speech, put together a current issues booklet with comments. IMAGINE THE POSSIBILITIES!

Date_____

JOURNAL ACTIVITY

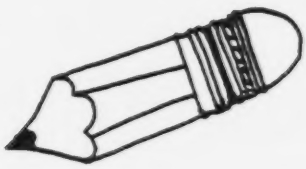
Based upon your ideas of world problems and possible solutions, write your own letter below. Copy your letter afterward and mail to someone who can make a difference.

Return Address:

_____

_____

Date_____



Salutation:

_____

Text:

_____

_____

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_____

_____

_____

_____

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_____

_____

_____

_____,

_____

Signature

IMAGINE!

Use the space below to sketch or paste images that suggest action and movement.

SECTION VII

IMAGINE SUCCESS IN ACTION
PERSONAL SKILLS FOR MORE EFFECTIVE LEARNING

The first six sections have emphasized the more **cerebral** aspects of success. This emphasis is compatible with a basic premise of this manual: your thinking has a profound effect upon your experiences in life. As important as it is to cultivate your mind, however, you will need to do something if you want to reap the fruits of your thinking.

In this section, you will explore the personal skills and life-style habits which are the basis for effective learning and which therefore form the bridge to successful living. You will be challenged to practice habits associated with goal-setting, time-management, exercise and nutrition, financial management and mental control. In addition, you will be challenged to practice habits associated with community service and artistry.

In Section I, **IMAGINE SUCCESS** was described as a pathway to richer living. Living richly refers to a quality of life that can only be attained through conscious self-development.

JOURNAL ACTIVITY

1. What does living richly mean to you?

_____

_____

2. In your opinion, what is the relationship of conscious self-development to living richly?

_____

_____

3. What relationships do you see between effective learning and successful living?

_____

_____

_____

IMAGINE SUCCESS IN ACTION

THE CHALLENGE

The challenge in any program is to put the ideas into action. It is necessary to try out ideas in day to day living in order to test their effectiveness and their meaning. Our challenge in life is to think well and to act well. The IMAGINE SUCCESS ACTION PROGRAM contains two preparation steps and seven positive habits that successful people practice regularly. The nine components of this program are printed below.

EXERCISE FOR ENERGY.

SCHEDULE YOUR TIME.

GIVE SOMETHING BACK.

NOURISH YOUR BODY WELL.

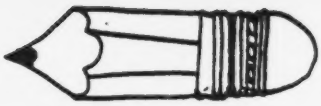
INSTITUTE IMAGINE SUCCESS IN YOUR LIFE.

SET GOALS.

ACTIVATE YOUR ARTISTRY.

MONITOR YOUR THOUGHTS.

INVEST YOUR RESOURCES WISELY.



JOURNAL ACTIVITY

Unscramble the sentences on the preceding page, and put them in the order of their importance to you. Use the spaces below.

Preparation Step A:

_____

Preparation Step B:

_____

Positive Habit Number One:

_____

Positive Habit Number Two:

_____

Positive Habit Number Three:

_____

Positive Habit Number Four:

_____

Positive Habit Number Five:

_____

Positive Habit Number Six:

_____

Positive Habit Number Seven:

_____

THINK!

By now you should be accustomed to this process. You have stated your own ideas. You have expressed your own thinking. Now you will learn the book version. REMEMBER -- YOUR OWN IDEAS ARE VERY IMPORTANT. THAT'S WHY WE BEGIN BY GIVING YOU AN OPPORTUNITY TO WRITE WHAT YOU ARE THINKING.

Now, here's the book version.

IMAGINE SUCCESS IN ACTION is divided into nine parts, two preparation steps plus seven positive habits. We will study each part of the program intensively for one cycle, and add the next habit as we go along. You should be practicing all of the habits regularly by the ninth cycle. (A cycle can be a week, two weeks, or even a day. It's up to you.) Hopefully you will choose to make these IMAGINE SUCCESS habits a regular part of your life.

IMAGINE SUCCESS IN ACTION

Preparation Step A: **SET YOUR GOALS.**

Preparation Step B: **SCHEDULE YOUR TIME.**

Positive Habit Number One: **EXERCISE FOR ENERGY!**

Positive Habit Number Two: **NOURISH YOUR BODY WELL.**

Positive Habit Number Three: **INVEST YOUR RESOURCES WISELY.**

Positive Habit Number Four: **GIVE SOMETHING BACK.**

Positive Habit Number Five: **ACTIVATE YOUR ARTISTRY.**

Positive Habit Number Six: **MONITOR YOUR THOUGHTS.**

Positive Habit Number Seven: **INSTITUTE IMAGINE SUCCESS IN YOUR LIFE.**

GET ON YOUR MARK!
IMAGINE SUCCESS PREPARATION STEP A:
SET YOUR GOALS

If you have ever watched any kind of a race, you have probably heard the directions -- "Get on your mark, get set, GO!" In life you are running a kind of race -- a race with yourself to become the best person that you can possibly be. Get "on your mark" by seting a goal. The symbol used for goal-setting is a single dot •, which is a reminder to remain focused. Your mind can be compared to a rocket ship. Once it knows where it is going, it keeps moving steadily in the direction of accomplishment. Begin by setting your goals for the next two to five months. What do you want to accomplish during this period? Use the chart below to record your goals.

IMAGINE SUCCESS IN ACTION: GOALS

Start date_____ End date_____

My primary goal is_____

_____

_____

_____

My secondary goal is_____

_____

_____

_____

These goals are important to me because_____

_____

_____

_____

JOURNAL ACTIVITY: SETTING LONG-RANGE GOALS

In the preceding activity, you set short-term goals. In adddition to setting short-term goals, you also need to make decisions about how you want to spend your life personally and professionally over time. These are your long-range goals. Deciding on your long-range goals is like deciding what kind of house you would like to build. Working on the short-range goals is like placing brick after brick on your house until it is finished. Your long-range goals should influence your daily decisions. Think about your long-range goals and record them below.

1. What do you want to accomplish this year?

_____

_____

_____

2. What do you want to accomplish in the next five years?

_____

_____

_____

3. What do you want to accomplish in your career?

_____

_____

_____

Why are these goals important to you? _____

_____

_____

_____

Date_____

GET SET!
IMAGINE SUCCESS PREPARATION STEP B
SCHEDULE YOUR TIME

After you have completed Preparation Step A, which is goal-setting, you then must continue by making a plan. "Get Set" by scheduling your time. A straight line | is used to symbolize the schedule. The shortest distance between two points is a straight line. The schedule, or action plan, is the shortest distance between your goal and its accomplishment.

Think about how you spend your time now. What do you do in the mornings and afternoons? What do you do in the evenings? Begin with **self-assessment**. How much time is yours to plan and schedule as you please? What decisions do you make about how to spend that time? Are you making the best use of your time? The first step in making a schedule is to **analyze** what you are doing already. Next, you will probably decide to add more time for study and self-improvement. Here's where self-discipline comes in. You may have to give up some of the things that you enjoy right now. At first, it may be difficult. You will need to "keep your eye on the prize" of your goal and to make a temporary sacrifice. Once you have changed your habits, you will find that you get more enjoyment out of focused, goal-oriented activity than you did out of the other activities that you gave up. Now you are ready to form habits for success. Complete the schedule on the next page. Plan to allow two or three hours daily for study.

IMAGINE SUCCESS PRACTICE CHART: SCHEDULE YOUR TIME

*****WEEKLY SCHEDULE*****

Day	Activity/Time
Sundays	
Mondays	
Tuesdays	
Wednesdays	
Thursdays	
Fridays	
Saturdays	
Daily	
Example:	Exercise - 6:00 a.m. - 6:45 a.m. (daily)
Example:	Read and take notes from History and Biology books, 7 a.m. to 8 a.m. and 7 p.m. to 9 p.m. (Mondays)

GO!

IMAGINE SUCCESS: POSITIVE HABIT NUMBER ONE

EXERCISE FOR ENERGY

You have set your goals and made your schedule. Now you are ready to go! Notice that the point and the straight line which symbolize the two preparation steps of goal-setting and planning can come together to create an exclamation point -- The exclamation point reminds us that we must have enthusiasm in order to achieve. Your goal (which represents your desire to achieve) and your schedule (which represents your path to achievement) combine to generate the necessary enthusiasm which energizes your actions.

Exercise, positive habit number one, can also generate feelings of liveliness. Did you know that exercise can help to generate energy? Exercise can help you to feel good, and to feel better about yourself as well. To exercise means to actively move your body in some way for ten or fifteeen minutes or more. Running, walking, stretching, skating, dancing and playing action games are some examples of exercising. When you exercise long enough, you strengthen your heart and improve the circulation of your blood. When you do this, you begin to feel more alert. It takes energy to succeed. Exercise for energy, and you will accomplish your goals with greater ease.

IMAGINE SUCCESS PRACTICE CHART
EXERCISE FOR ENERGY

WEEKLY EXERCISE PROGRAM

Week of _____

Day	Activity/Time
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Example	Running in place (15 minutes) stretches (30 minutes) -- 6:00 a.m. - 6:45 a.m.

NOTES:

IMAGINE SUCCESS: POSITIVE HABIT NUMBER TWO

NOURISH YOUR BODY WELL

Food and nutrition are very important topics. How you eat influences how you feel. How you eat also influences how well you are able to perform. Your body is like a machine. It needs the proper fuel in order to function well.

JOURNAL ACTIVITY

Make a list of foods that are good for you.

_____

_____

_____

Make a list of foods that are not as healthy.

_____

_____

_____

More than likely, your responses were correct. Your first list probably includes foods like fruits, vegetables, grains, beans, fish and the like; and your second list probably includes junk foods like candy, cookies, potato chips, french fries and other sugary and fried foods. Your challenge is to eat more of the "good for you" foods and fewer of the others. That's where self-control comes in. Decide to fill yourself up with healthy foods. You'll think better, you'll feel better, you'll look better and you will learn better too.

IMAGINE SUCCESS PRACTICE CHART

NOURISH YOUR BODY WELL

WEEKLY NUTRITIONAL RECORD

Week of _____

Day	Breakfast	Lunch	Dinner	Other
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Example	Plain yogurt w/ straw-berries	rice cakes w/ peanut butter apple	spaghetti w/ vegetables salad	celery carrots water

NOTES:

IMAGINE SUCCESS: POSITIVE HABIT NUMBER THREE

INVEST YOUR RESOURCES WISELY

What are your resources? They are your time, your energy and your money. Making wise investments means that you are thinking of the future as well as today when you make choices about how you will spend your resources. Think of a purchase that you are planning to make. Ask yourself the following questions.

How will this benefit my mind?

_____

How will this benefit my body?

_____

How will this help others?

_____

How will this benefit my environment?

_____

Your answers to these kinds of questions should be positive and specific. Only then should you **invest** your resources. Don't forget: your time is a resource!

Add questions of your own to the list above, and answer them.

_____

_____

_____

The first step to wise investment is budgeting. Decide to budget your resources. You already budgeted your time when you created your schedule. It will be helpful to budget your money also. Your budget must include a plan for saving money. No matter how small your income, it is important that you discipline yourself to save. Some experts suggest saving at least 10% of your income regularly. After you have analyzed your current habits, then begin to plan in advance. Begin to practice this habit by looking at the spending habits that you have already established.

IMAGINE SUCCESS PRACTICE CHART
INVEST YOUR RESOURCES WISELY

*****WEEKLY FINANCIAL RECORD*****

Week of _____

Sunday	Monday	Tuesday	Wednesday

Thursday	Friday	Saturday	Example
			Bus fare: $2.00 Lunch: $2.50 Dance concert: $10.00 Total: $14.50 (Saturday)

NOTES:

IMAGINE SUCCESS!

POSITIVE HABIT NUMBER FOUR: GIVE SOMETHING BACK

This is one of the most important habits. Success is never an individual accomplishment. No one has ever succeeded without the help of other people. Decide to form the habit of giving. When you give, you are really returning a small portion of what has been given to you.

As human beings, we live in society. A society is as strong and as positive as the people who live in it. Each of us has a responsibility to make positive contributions in our small worlds, so that the larger world will be harmonious.

Making a positive contribution doesn't have to mean doing big huge things. Doing little things can make a big difference. Telling someone they did a good job can seem like a little thing, but it helps to create an atmosphere of caring and support which is a big thing. Picking up a piece of paper can seem like a little thing, but it helps to create a clean environment, which is a big thing. Resolve to make a contribution to society in whatever way that you can -- decide to give something back.

IMAGINE SUCCESS PRACTICE CHART
GIVE SOMETHING BACK

POSITIVE CONTRIBUTIONS

Week of_____

Day	Activity
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Today I did extra chores at home without being asked. Afterwards, I put in two hours of volunteer work at my neighborhood peer counseling center. (Example)

NOTES:

IMAGINE SUCCESS: POSITIVE HABIT NUMBER FIVE
ACTIVATE YOUR ARTISTRY

Artists see beauty and they create beauty. They are able to feel a constant interest in life because they are digging below the surface of things in search of meaning and order. Learn to be an artist in life. If you are striving to see beauty and to create beauty, you are activating your artistry.

We are surrounded by art in our day to day lives. Art involves order, color, texture, form, shading, tonality, and meaning. Getting in touch with art is a way of discovering the richness of life...

Rhythm of trains
Sound of rain
Vision of sun through trees
Texture of my natural hair
All this is art to me.

What is art to you?

_____

_____

_____

Where can you find art? Don't forget to name places that you see in your everyday life!

_____

_____

_____

_____

POWER WORDS: art, order, color, texture, form, shading, tonality

_____

JOURNAL ACTIVITY: ACTIVATE YOUR ARTISTRY

Sit quietly. Feel the beauty that is stirring within. Take a pencil or some crayons and create a design that expresses what you are feeling in the space below.

IMAGINE SUCCESS
PRACTICE CHART -- ACTIVATE YOUR ARTISTRY

ARTISTIC EXPERIENCES

Week of _____

Day Experience

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Example

NOTES:

IMAGINE SUCCESS!

POSITIVE HABIT NUMBER SIX
MONITOR YOUR THOUGHTS

This habit brings us full circle to the idea of self-control. Remember the purpose of the IMAGINE SUCCESS Chants? You were practicing some affirmative sayings that can help you to control your thinking. IMAGINE SUCCESS is based upon the idea that thinking is a primary creative force in life. Our thoughts create the world in which we live, because everything begins with an idea in mind. Therefore, it is very important to learn to monitor and control your thoughts. You want to make sure that you are thinking positive thoughts about yourself and others. In this way, you are creating an environment for success.

Chart your practice of this skill by focusing your thoughts each morning, and by reflecting upon your thoughts each evening. The main idea, of course, is to monitor your thoughts during the day, with the goal of keeping your thoughts positive and powerful and focused toward the accomplishment of your goals! If you find your thoughts straying to the negative or fearful, gently return your thought to the positive. (Repeating a portion of an affirmative chant may prove helpful.) Do not judge or condemn yourself. Simply watch your thinking. The results will amaze you!

POWER WORDS: monitor, positive, reflect

IMAGINE SUCCESS PRACTICE CHART -- MONITOR YOUR THOUGHTS

FOCUSING PRACTICE (mornings)

Sit quietly, and focus your thoughts. Use the dot on the inside cover if it helps. After five minutes, write freely whatever thoughts come to your mind.

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Example Need to find better ways of structuring my time for more productive work/more balanced living

NOTES:

IMAGINE SUCCESS PRACTICE CHART -- MONITOR YOUR THOUGHTS

JOURNAL NOTES (evenings)

Think about your thinking today. How successful were you in keeping your thoughts positive and confident?

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Example What an interesting day! Whenever I became aware of nervousness or worrying, I substituted a positive thought or chant. I got so much done! (Monday)

NOTES:

DIARY NOTES

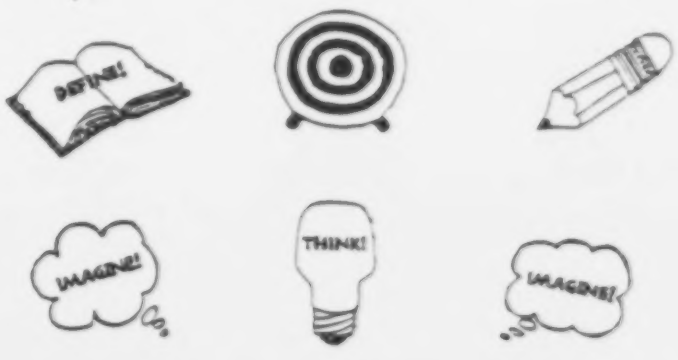
At the end of the week, use the space below to reflect upon your experiences.

Date_____

POSITIVE HABIT NUMBER SEVEN
INSTITUTE IMAGINE SUCCESS IN YOUR LIFE

This final habit is probably the most challenging one. You have just spent a significant period of time working on your personal habits. You should have seen some positive changes in your life. Now, it is time to resolve to continue to work on your own self-development through consistently practicing these habits. Your development is your own responsibility. Whether you happen to be in school, in a job training program, or employed -- you will progress and achieve success through this kind of self work.

If you are around young children --and most people are around children in some way -- then practicing these habits is even more important. Children naturally look up to the older people in their environment. Whether you know it or not, you are probably a role model for some child. What kind of model are you? What kinds of habits are you modeling? You can make a difference in your own life, and in the lives of others, by learning and practicing these IMAGINE SUCCESS habits.



INSTITUTING IMAGINE SUCCESS -- PROGRESS CHART

Keep a record of your efforts in instituting IMAGINE SUCCESS in your day to day life. What efforts are you consciously making to improve your personal habits and to develop your skills and capacities?

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Example — My focus today was on improving my eating habits, a constant struggle! Eliminated sweets...

NOTES:

A FINAL WORD
THE POWER OF SELF-DEVELOPMENT

You have studied the seven positive habits, plus the two preparation steps. Together, these nine steps constitute an action approach for continual self-development. Nothing in life ever stands still. Most of us have heard the expression--"Either you are moving forward or you are moving backward: there is no such thing as standing still." Life is a progressive action of energy in motion. In order to live in harmony with the natural order of things, we must decide to keep working on ourselves in some way. There is a power in this kind of decision. We will find that life becomes a joyous adventure. There is so much to discover in life! There are so many facets of ourselves to cultivate. There are so many aspects of the world to explore. Making the decision to continue to develop ourselves activates a powerful creative energy that we can utilize to experience success as a continual action unfolding in the day to day experiences of our lives.

JOURNAL ACTIVITY

Respond to the ideas in the above paragraph.

_____

_____

_____

_____

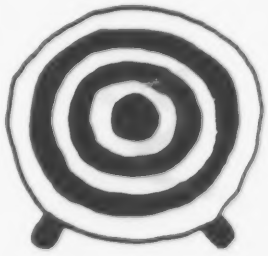
_____

Date_____

IMAGINE! AN ACRONYM FOR SUCCESS

We are suggesting that you will be able to learn better by setting your goals, making a plan, and practicing the seven positive habits. It will be helpful for you to memorize the steps, and to strive to implement these steps in your life. Here's a trick to help you to remember. Let's look at the list of postive life-style habits in reverse order.

1. Institute **IMAGINE SUCCESS** in your life.
2. Monitor your thoughts.
3. Activate your artistry.
4. Give something back.
5. Invest your resources wisely.
6. Nourish your body well.
7. Exercise for energy.



Look at the above list closely to discover the pattern. Look at the first letter of each line. Do you see anything special? Some of you probably noticed that if you read down the list, reading just the first letter of each line, you have spelled the word IMAGINE. This is called an **acronym**. Acronyms are tools that can help in memorizing information. They also are a way of playing with words. Since words are basic to learning, it is helpful to be able to play with words as well as work with them. Learning is easier when it is enjoyable. Notice that when you add the dot and the line, which symbolize goal-setting and scheduling your time, you have added the exclamation point.

IMAGINE!

JOURNAL ACTIVITY

Create your own acronyms for the words IMAGINE and SUCCESS below.

I _____

M _____

A _____

G _____

I _____

N _____

E _____

S _____

U _____

C _____

C _____

E _____

S _____

S _____

! _____

SECTION VIII
PERFORMANCE IDEAS

Although this section is short, it has great potential for expansion and development. The exhibition-performance experience is central to the enactment of **IMAGINE SUCCESS**. At the same time that each person is expected to define and develop personal goals, there is a concurrent emphasis on group interaction and sharing. The exhibition-performance is a natural outcome of group sharing. In each section, there are opportunities for group sharing through formal or informal exhibition performances. Several examples are listed below.

*The role model research (Section I) can be presented in a narrative format on a program which can include choral reading and dramatic performances based upon the imaginative explorations of Tubman's underground journeys.

*The metaphors and skits suggested by the Affirmative Chants (Section III) can be dramatically presented, surrounded by fantastic sets and drawings.

*The Life Movie idea (Section IV) can be expanded through the use of audio or video tapes. Video tapes are wonderful, but don't forget the power of radio! Audio cassette tapes are easily made and corrected and can be used as a bridge for improving writing skills as well.

*The values clarification letters (Section VI) can be placed on posters to create an ongoing exhibition and a set for the group sharing suggested in the Journal Activity on the preceding page.

The exhibition-performance experience is essential to the full utilization of this **IMAGINE SUCCESS Manual**. An exhibition-performance begins with an idea and, within a defined amount of time, moves from idea to actualization. The exhibition-performance provides a concrete model of the process of imagination, goal-setting, planning and disciplined action that results in success.

This section includes a brief example of a performance experience that evolved from work with a group of seventh graders in an after-school program at Bank Street College of Education. This section challenges you to develop your own exhibition-performances so that you can imagine, experience and enjoy success!

POWER WORDS: Select your own and use the blank spaces at the end of the POWER WORDS GLOSSARY to define and make sentences from your choices. Share your words with a friend.

JOURNAL ACTIVITY

Record below your ideas for exhibition-performances that reflect your work with this **IMAGINE SUCCESS** Manual. First, brainstorm. Record whatever comes to mind.

_____

_____

_____

_____

_____

_____

Meet with a small group. Share your ideas, and select three that the group can agree could be possible production ideas. Record those three ideas below.

_____

_____

_____

Report the three ideas from your group to the larger group. In a meeting of the full group, reach consensus. What idea will you develop into an exhibition-performance? Record the idea below.

_____

When and where will you present your performance?

_____

Who is your audience? What people will you invite?

_____

What tasks will need to be completed? When? Who will execute these tasks? What else do you need to think about? Use extra paper to make a complete plan for your exhibition-performance. Keep a journal to document your work. Enjoy!

Date_____

AN ACTION EXAMPLE

As we near the end of this manual, I would like to share an experience that I shared with a group of seventh graders who were a part of Bank Street College's "I Have A Dream" Program in 1988. These young people were able to learn and perform a dance after only four meetings, and to put it on the stage before an appreciative audience. The Dreamers were successful because they were able to focus their attention on the task at hand. They were confident because they understood that the process of practicing enabled them to perform the movements automatically. They enjoyed an experience of success through applying some of the key ideas which you have learned in this IMAGINE SUCCESS Manual.

The Dreamers performed a "School Rap" which was inspired by their own feelings and thoughts about school. The words to the Rap are printed below. The music was the instrumental version of "Be Yourself" by the group "Whodini."

SCHOOL RAP

CHORUS:
Vocabulary, dictionary, spelling tests and drills
Science, Math and Social Studies
Test taking skills
School, school, it's time to go to school
School, school, it's time to go to school

Wake up very early at the beginning of the day
Work in school and work at home
Without much time to play

CHORUS

Get along with different people
Young and old alike
Choose your words real carefully
And never pick a fight

CHORUS

Wake up very early at the beginning of the day
Work in school and work at home
Without much time to play

School Rap (continued)

But, school's okay, school's okay
We're glad we go to school
We're working hard to reach our goals
That's why we go to school

Yes, school's okay, school's okay
We're glad we go to school
We're working hard to reach our goals
That's why we go to school

Educator, scientist, doctor, lawyer, star
Computer programmer, dancer, athlete, detective
We'll go far!

We stay in school, we reach our goals
We practice and achieve
We use our minds -- our TOTAL minds
We know we can achieve

Vocabulary, dictionary, spelling tests and drills
Science, Math and Social Studies
We're mastering the skills
School, school, we like to go to school
School, school, we like to go to school

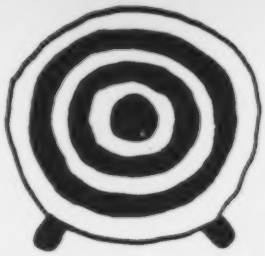
We stay in school, we reach our goals
We practice and achieve
We use our minds, our total minds
We know we can achieve
SCHOOL'S OKAY!

There's the rap. Learn it, and you'll be improving your memory skills. You might also decide to make up your own dance to this rap.

NOTES:

Your Own Rap (Continued)

Date_____



SECTION IX

SUMMARY AND ADDITIONAL CHARTS FOR PRACTICE

In this section, you will be challenged to reflect upon the content of this manual and to write a formal essay. Your essay should reflect both the information contained in the text and your own ideas. Through your work with this manual, you have done an impressive amount of thinking and writing. Through this final activity, you will have an opportunity to consolidate these thinking and writing skills that you have been developing naturally through the journal and diary activities.

The directions for writing the summary describe a sequence that will be helpful for you in writing future papers: brainstorm, review, organize, outline, draft, read out loud, clarify and correct, rewrite and present. This section challenges you to formalize your thinking and to present it neatly.

In this section, you will also find extra practice charts so that you can continue to plan, schedule and **IMAGINE SUCCESS!**

WRITING EXERCISE: SUMMARIZING INFORMATION

Throughout this manual, you have utilized writing as a way of thinking about and practicing information through the journal activities and the diary notes. In both cases, the writing has been more informal. To end, you will have an opportunity to practice a more formal writing activity. Your culminating task is to summarize the information in this manual. Remember, your own ideas comprise a substantial portion of the information recorded in this **IMAGINE SUCCESS Manual.**

Unlike the previous journal and diary activities, you will need to use your own paper at first. When you are satisfied with your summary, record it into your manual. Use your neatest writing!

Summary Directions

Using your own paper, write everything that you can remember about what you have learned so far through working with this **IMAGINE SUCCESS Manual.** Brainstorm -- let yourself write freely, listing the ideas that are meaningful to you. Write as much as you like. Next, review the text and your own journal and diary notes, and add to your list.

Now **organize** your list. (If you are not using a word processor, index cards may prove helpful.) Put your writing into some kind of order. For example, you may choose to organize your summary according to the sequence in which the information appears in the manual. Another option is to organize your material according to your assessment of the importance of each idea.

After you have determined the order, create an outline. Your outline is the skeleton of your summative essay, and consists of your topic headings and a listing of the information and details which will come under each heading. Use your outline to develop your first draft. Read what you have written out loud to yourself to make sure that it makes sense to you.

Clarify your writing, making necessary corrections, and share what you have written with a writing partner. Discuss how you can make what you have written even better. Next, rewrite and, perhaps rewrite again. It's amazing how rewriting improves your final product. When you are satisfied, neatly record your summary in the spaces provided for final presentation.

JOURNAL ACTIVITY

1. What is your understanding of this summative writing assignment? What are the expectations?

2. What do you expect to gain from completing this assignment? In what ways will this assignment be beneficial for you?

3. What is your plan for approaching this assignment? Include tasks and target times for completion.

4. Initial brainstorming: what ideas come to mind immediately that you intend to include in your summary?

Date_____

SUMMARY

TITLE:

SUMMARY (continued)

Date_____

IMAGINE!

Use the space below to create a graphic representation of your summary.

Date_____

IMAGINE SUCCESS -- ADDITIONAL CHARTS FOR PRACTICE

You've only just begun, and that's wonderful. Working on yourself is a life-long process which enables you to continue to unfold. Resolve to expose yourself to more and more of life's beauties, and, resolve to continue to give. Copy and use these additional charts as a tool for your continuing self-development.

JOURNAL ACTIVITY

Use the space below to write your dreams -- for yourself, for your future and for your world; and, remember -- you have the power to make your dreams come true.

My dreams for myself_____

_____

_____

_____

_____

My dreams for my future _____

_____

_____

_____

_____

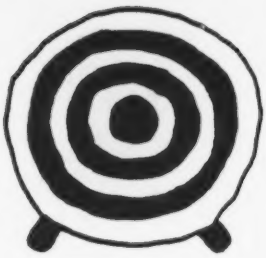
My dreams for my world _____

_____

_____

_____

_____



IMAGINE SUCCESS PRACTICE CHART

GOAL-SETTING

Start date _____ End date _____

My primary goal is _____

_____

Target date: _____

My secondary goal is _____

_____

Target date: _____

My long-term goals are: _____

_____

_____

Time frame: _____

Comments (Record brief comments at the beginning, the middle and the end of your Goal Achievement Cycle.)

1. _____

_____

2. _____

_____

3. _____

_____

_____

IMAGINE SUCCESS PRACTICE CHART: SCHEDULE YOUR TIME

*****WEEKLY SCHEDULE*****

Day	Activity/Time
Sundays	
Mondays	
Tuesdays	
Wednesdays	
Thursdays	
Fridays	
Saturdays	
Daily	
Example:	Exercise - 6:00 a.m. - 6:45 a.m. (daily)
Example:	Read and take notes from History and Biology books, 7 a.m. to 8 a.m. and 7 p.m. to 9 p.m. (Mondays)

INSTITUTING IMAGINE SUCCESS -- PROGRESS CHART

Keep a record of your efforts in instituting IMAGINE SUCCESS in your day to day life. What efforts are you consciously making to improve your personal habits and to develop your skills and capacities?

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Example — My focus today was on improving my eating habits, a constant struggle! Eliminated sweets...

NOTES:

IMAGINE SUCCESS PRACTICE CHART -- MONITOR YOUR THOUGHTS

FOCUSING PRACTICE (mornings)

Sit quietly, and focus your thoughts. Use the dot on the inside cover if it helps. After five minutes, write freely whatever thoughts come to your mind.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Example — Need to find better ways of structuring my time for more productive work/more balanced living

NOTES:

IMAGINE SUCCESS PRACTICE CHART -- MONITOR YOUR THOUGHTS

JOURNAL NOTES (evenings)

Think about your thinking today. How successful were you in keeping your thoughts positive and confident?

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Example What an interesting day! Whenever I became aware of nervousness or worrying, I substituted a positive thought or chant. I got so much done! (Monday)

NOTES:

IMAGINE SUCCESS
PRACTICE CHART -- ACTIVATE YOUR ARTISTRY

ARTISTIC EXPERIENCES

Week of _____

Day	Experience
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Example	

NOTES:

IMAGINE SUCCESS PRACTICE CHART
GIVE SOMETHING BACK

POSITIVE CONTRIBUTIONS

Week of _____

Day	Activity
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Today I did extra chores at home without being asked. Afterwards, I put in two hours of volunteer work at my neighborhood peer counseling center. (Example)

NOTES:

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IMAGINE SUCCESS PRACTICE CHART
INVEST YOUR RESOURCES WISELY

*****WEEKLY FINANCIAL RECORD*****

Week of _____

Sunday	Monday	Tuesday	Wednesday

Thursday	Friday	Saturday	Example
			Bus fare: $2.00 Lunch: $2.50 Dance concert: $10.00 Total: $14.50 (Saturday)

NOTES:

IMAGINE SUCCESS PRACTICE CHART

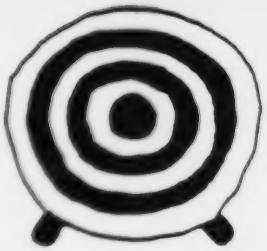
NOURISH YOUR BODY WELL

WEEKLY NUTRITIONAL RECORD

Week of _____

Day	Breakfast	Lunch	Dinner	Other
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Example	Plain yogurt w/ straw-berries	rice cakes w/ peanut butter apple	spaghetti w/ vegetables salad	celery carrots water

NOTES:



IMAGINE SUCCESS PRACTICE CHART
EXERCISE FOR ENERGY

WEEKLY EXERCISE PROGRAM

Week of _____

Day	Activity/Time
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Example	Running in place (15 minutes) stretches (30 minutes) -- 6:00 a.m. - 6:45 a.m.

NOTES:

GLOSSARY

accomplishment -- Something completed successfully; an achievement

acronym -- A word formed from the initial letters of a name

analyze -- To examine methodically

attention -- a close or careful observing or listening

bold -- Standing out prominently

cerebral -- Of or relating to the brain or the intellect

commit -- To pledge, to obligate

concentrate -- To direct one's thoughts

cultivate -- To improve by labor, care or study

define -- To discover and set forth the meaning of

enthusiasm -- A lively interest

freedom -- The capacity to exercise choice

goal -- The purpose toward which an endeavor is directed; an end; objective

habit -- An established trend of the mind or character

imagine -- To form a mental picture or image of; create in the mind

invest -- To spend or utilize (time, money or effort) for future advantage or benefit

learn -- To gain knowledge, comprehension or mastery of through experience or study; to fix in the mind or memory

manual -- A book that is conveniently handled; esp: handbook

mastery -- Full command of some subject of study

mental -- Done or performed by the mind

organize -- To pull or put together into an orderly, functional, structural whole

perception -- A result of perceiving: observation

power -- The ability or capacity to act or perform effectively

practice -- To perform or work at repeatedly so as to become proficient

preview -- To conduct a preliminary survey of

profession -- An occupation or vocation requiring training and advanced study in a specialized field

relax -- To relieve from nervous tension

research -- Scholarly or scientific investigation or inquiry; to study thoroughly

role model -- A person serving as an inspirational example

self-assessment -- To evaluate oneself

self-control -- Control of one's emotions, desires or actions by one's own will

self-development -- Development of the capabilities or possibilities of oneself

self-discipline -- Training and control of oneself and one's conduct, usually for personal improvement

self-esteem -- A confidence and satisfaction in oneself: self-respect

self-expression -- The expression of one's own personality

summary -- Presenting the substance in a condensed form; concise

strive -- To exert much effort or energy

success -- The achievement of something desired, planned or attempted

systematic -- Carried on in a step-by-step procedure

think -- To exercise the powers of judgement, conception, or inference: reason

References:

The American Heritage Dictionary of the English Language: New College Edition, Houghton Mifflin Company, 1980.

Webster's New Collegiate Dictionary, Springfield, Massachusetts: G. & C. Merriam Company, 1979.

POWER WORDS GLOSSARY

****

Directions:

Write your own definition of the word in the space next to the number 1.

Write an appropriate dictionary definition of the word in the space next to the number 2.

Use the space after the number 3 to write a complete and meaningful sentence using the word.

Use the blank spaces at the end of the **POWER WORDS GLOSSARY** to complete the exercise on page 85, and to add **POWER WORDS** of your own choosing.

REMEMBER TO USE THE POWER WORDS IN YOUR WRITING AND SPEAKING!

****

abilities 1. _____

2. _____

3. _____

_____

accomplish 1. _____

2. _____

3. _____

_____

affirmative 1. _____

2. _____

3. _____

African 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

art 1. _____

2. _____

3. _____

_____

automatic 1. _____

2. _____

3. _____

_____

brave 1. _____

2. _____

3. _____

_____

can 1. _____

2. _____

3. _____

_____

clarify 1. _____

2. _____

3. _____

_____

color 1. _____

2. _____

3. _____

POWER WORDS GLOSSARY (continued) Directions on page 110

commit 1. _____

2. _____

3. _____

_____

commitment 1. _____

2. _____

3. _____

_____

concurrently 1. _____

2. _____

3. _____

_____

confidence 1. _____

2. _____

3. _____

_____

contemporary 1. _____

2. _____

3. _____

context 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

consciously 1. _____

2. _____

3. _____

_____

courage 1. _____

2. _____

3. _____

_____

definition 1. _____

2. _____

3. _____

_____

determine 1. _____

2. _____

3. _____

_____

dictionary 1. _____

2. _____

3. _____

_____

education 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

effort 1. _____

2. _____

3. _____

_____

energy 1. _____

2. _____

3. _____

_____

entrepreneur 1. _____

2. _____

3. _____

_____

establish 1. _____

2. _____

3. _____

_____

example 1. _____

2. _____

3. _____

expand 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

faith 1. _____

2. _____

3. _____

_____

family 1. _____

2. _____

3. _____

_____

form 1. _____

2. _____

3. _____

_____

fulfilling 1. _____

2. _____

3. _____

_____

glossary 1. _____

2. _____

3. _____

_____

history 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

human 1. _____

2. _____

3. _____

_____

idea 1. _____

2. _____

3. _____

_____

illustrate 1. _____

2. _____

3. _____

_____

inspirational 1. _____

2. _____

3. _____

_____

institution 1. _____

2. _____

3. _____

_____

learning 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

legacy 1. _____

2. _____

3. _____

_____

liberation 1. _____

2. _____

3. _____

_____

love 1. _____

2. _____

3. _____

_____

meaning 1. _____

2. _____

3. _____

_____

meaningful 1. _____

2. _____

3. _____

metaphor 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

monitor 1. _____

2. _____

3. _____

_____

motivate 1. _____

2. _____

3. _____

_____

network 1. _____

2. _____

3. _____

_____

order 1. _____

2. _____

3. _____

_____

peace 1. _____

2. _____

3. _____

_____

positive 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSSARY (continued) Directions on page 110

possibilities 1. _____

2. _____

3. _____

_____

powerful 1. _____

2. _____

3. _____

_____

practice 1. _____

2. _____

3. _____

_____

process 1. _____

2. _____

3. _____

_____

productive 1. _____

2. _____

3. _____

prosperity 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

reflect 1. _____

2. _____

3. _____

_____

respect 1. _____

2. _____

3. _____

_____

responsibility 1. _____

2. _____

3. _____

_____

review 1. _____

2. _____

3. _____

_____

shading 1. _____

2. _____

3. _____

_____

simile 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

skill 1. _____

2. _____

3. _____

_____

social 1. _____

2. _____

3. _____

_____

society 1. _____

2. _____

3. _____

_____

study 1. _____

2. _____

3. _____

_____

teach 1. _____

2. _____

3. _____

_____

territory 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Directions on page 110

texture 1. _____

2. _____

3. _____

_____

tonality 1. _____

2. _____

3. _____

_____

traditional 1. _____

2. _____

3. _____

_____

try 1. _____

2. _____

3. _____

value 1. _____

2. _____

3. _____

_____

work 1. _____

2. _____

3. _____

_____

POWER WORDS GLOSSARY (continued) Use these spaces for your own **POWER WORDS** from the exercise on page 85. Continue to use this process for developing your vocabulary.

_____ 1. _____

2. _____

3. _____

_____

_____ 1. _____

2. _____

3. _____

_____

_____ 1. _____

2. _____

3. _____

_____

_____ 1. _____

2. _____

3. _____

_____

_____ 1. _____

2. _____

3. _____

_____

_____ 1. _____

2. _____

3. _____

_____

IMAGINE SUCCESS!

FINAL SELF-ASSESSMENT

The importance of the magnificent work that you have done by completing this **IMAGINE SUCCESS Manual** cannot be overstated. You have initiated a process that will enable you to live a prosperous and a meaningful life. Use this self-assessment periodically in order to check your progress. CONGRATULATIONS!

1. My primary goal right now is to _____

_____

2. My secondary goal is to _____

_____

3. I possess the following strengths which will help me to attain my goal.

_____

_____

_____

_____

_____

4. I need to improve in the following areas, so that I can work on my goal more directly.

_____

_____

_____

5. Additional comments

_____

_____

_____

EVALUATION

Please complete the questions below. Copy your responses and mail to:

Dr. Lonnetta Gaines, Graduate Faculty
Bank Street College of Education
610 West 112th Street New York, NY 10025

1. What did you learn by using this **IMAGINE SUCCESS** Manual?

_____

_____

_____

2. In what ways have you changed while using this Manual?

_____

_____

3. How do you intend to continue to utilize IMAGINE SUCCESS?

_____

_____

_____

4.In what ways would you improve upon this **IMAGINE** SUCCESS **Manual?** (Please take this question seriously. Your comments will help us to create a better product.)

_____

_____

_____

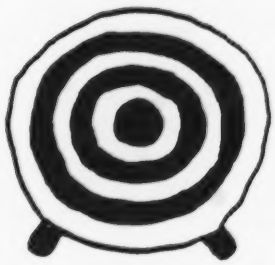
Name_____

Address and Zip Code_____

_____

Date_____ Occupation_____

____Yes, you may utilize my comments to help introduce others to **IMAGINE SUCCESS!**

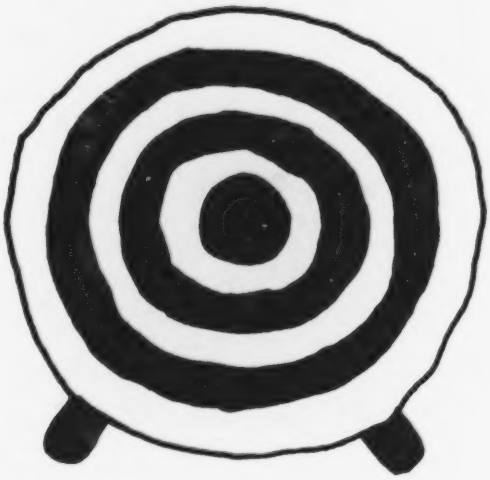


AFTERWORD

"It must be born in mind that the tragedy of life does not lie in not reaching your goals. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It's not a disaster to be unable to capture your ideals, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no star to reach for. Not failure, but low aim is the sin."

Dr. Benjamin Elijah Mays
quoted in a speech delivered by
Jesse Jackson's teen-aged son at the
National Democratic Convention in Atlanta, Georgia
July 1988

IMAGINE SUCCESS!



ABOUT THE AUTHOR

Dr. Lonnetta Gaines, the author of **IMAGINE SUCCESS**, is an experienced and committed educator and an accomplished dancer as well. She has written a book, Building a Pan-African Pre-school based upon her work as founder of The Learning House, a community pre-school in Atlanta, Georgia; and she is the founder of Education Arts, Inc. a community development organization based in Louisville, Kentucky. Dr. Gaines has earned a B.A. in English from Fisk University, an M.S. in Education/Supervision and Administration from Bank Street College of Education, and a Ph.D. in Early Childhood Education from Institute for Policy Studies/Union Graduate School. Currently, she is the Director of the Day Care Administration Program at Bank Street College of Education where she is a member of the Graduate Faculty in Educational Leadership. Her work also includes consultations and public speaking.

As a dancer, L'etta has performed throughout the U.S., in Paris, France and at FESTAC in Nigeria, West Africa with the companies of Eleo Pomare, Dianne McIntyre, George Faison, Forces of Nature, Mickey D. and Friends, and with dance partner Craig Moore in their duet company, Take Two. In addition, she has performed as a solo improvisational artist with renown jazz musicians, including Mal Waldron, Marion Brown and Bob Cunningham. Her signature work is "T'N'T: A Freedom Dance," choreographed by Eleo Pomare and inspired by the lives of Harriet Tubman and Sojourner Truth.

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ABOUT IMAGINE SUCCESS

This IMAGINE SUCCESS manual is an organized collection of journal activities and action charts which can help individuals and groups to set goals and achieve them.

IMAGINE SUCCESS is based upon the following premises.

1. What you think has a profound impact upon your experiences.
2. Successful living is vitally connected to effective learning.
3. Success is related to ongoing self-development.

This IMAGINE SUCCESS Manual contains ideas and exercises that will help you to review these premises and implement them in your thinking and behavior.

IMAGINE SUCCESS will be useful to you if you are interested in clarifying and working on specific personal and/or professional goals, improving your thinking and writing skills, and developing your self-confidence.

Dr. Lonnetta Gaines, the author of IMAGINE SUCCESS, is an experienced and committed educator and an accomplished dancer as well. IMAGINE SUCCESS represents a combination of these two areas of expertise. Dr. Gaines draws upon her knowledge and experiences as an educator and dance artist, and the result is a sequential guide to joyous accomplishment through imagination, goal-setting, planning and disciplined action.

ENJOY!